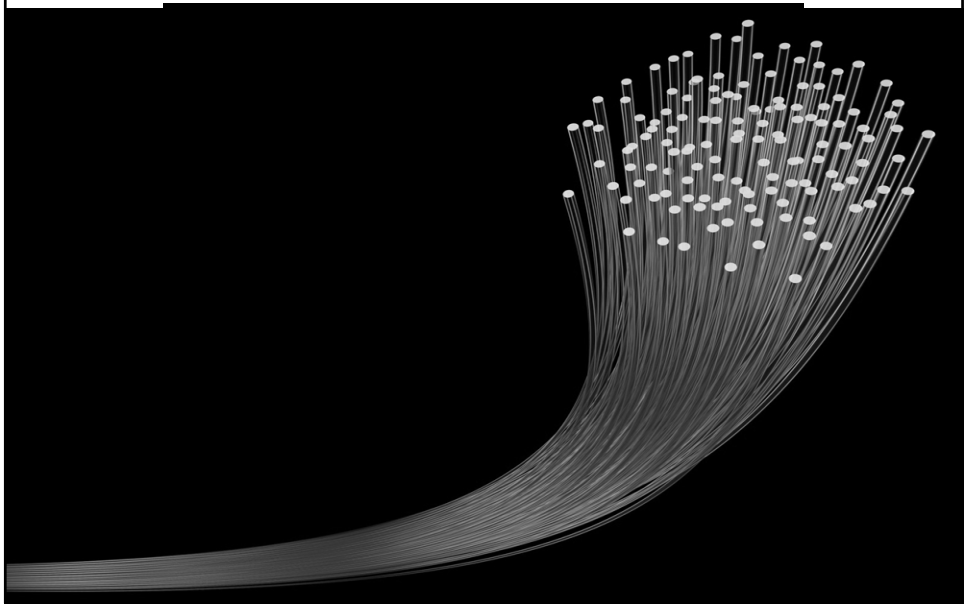
DATA IN ACTION

Using Data to Maximize the Growth of all Students

WHAT IS TRANSFORMATIVE ASSESSMENT ?

- Formative Assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing. W. James Popham - Transformative Assessment
- The process has transformed the way we teach and the way students learn in order to maximize each students growth potential.

Transformative Assessment

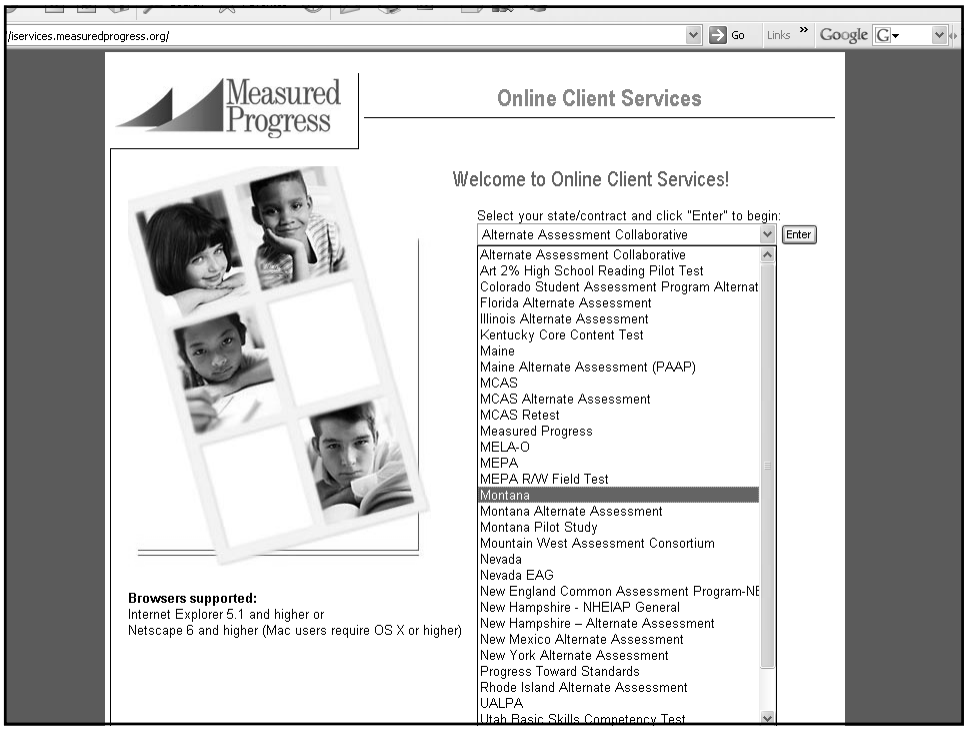


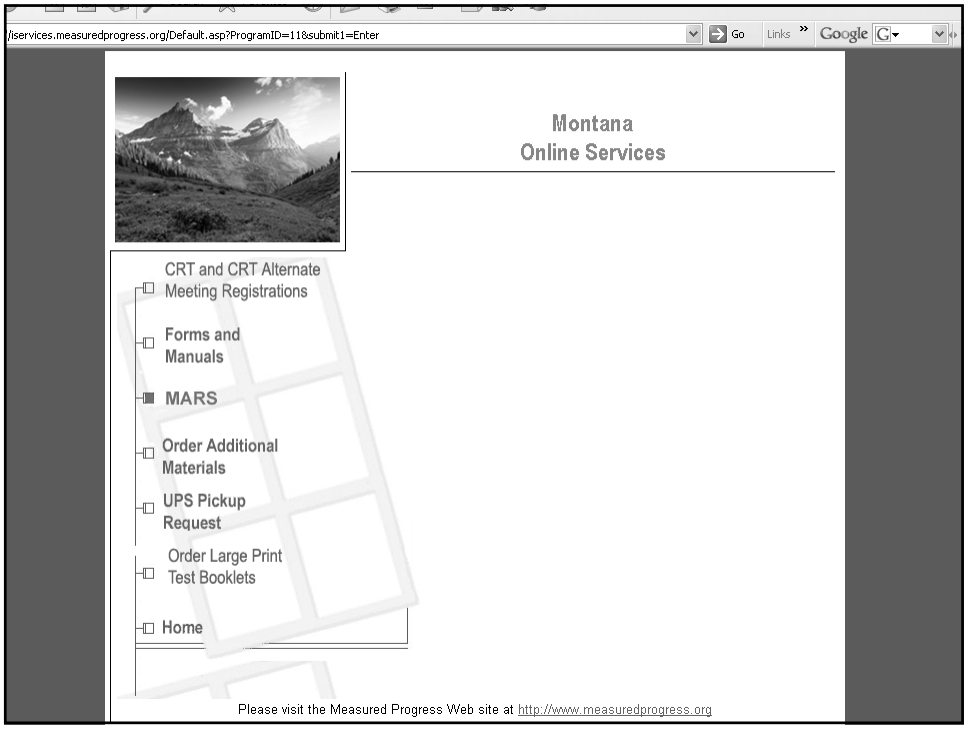
STEP ONE

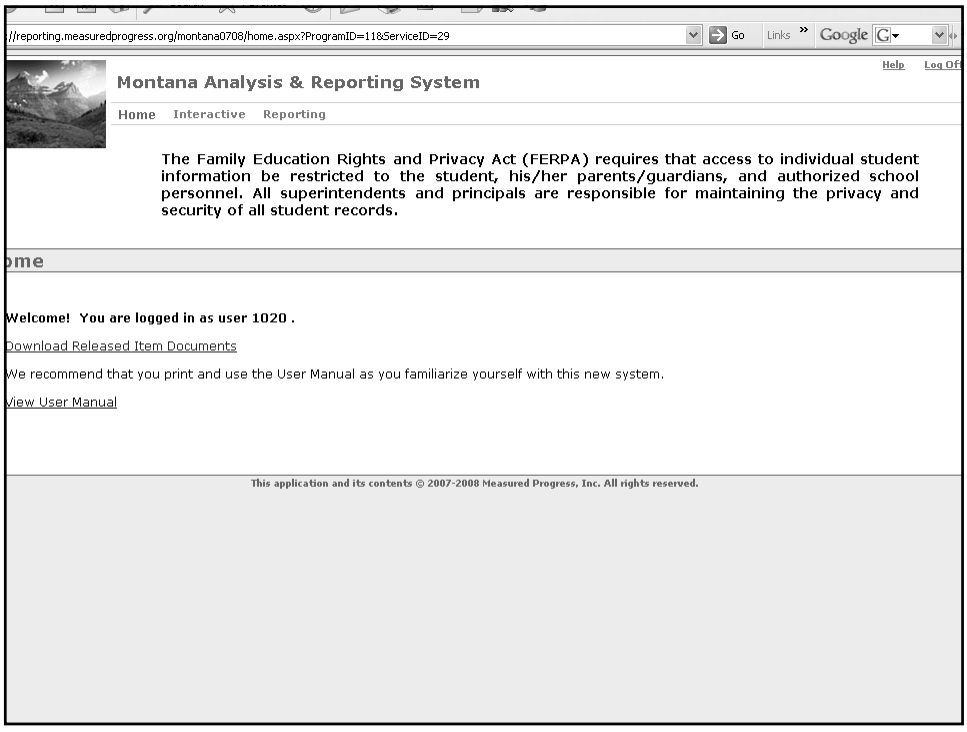
- CRT DATA – Before school starts –
- Analyze the Reading and Math data and determine instructional goals for the new school year. Grades 3 - 10
- NWEA DATA – Before school starts –
- Analyze the Reading and Math data for strong and weak areas to determine instructional goals for the new year. Grades K-10

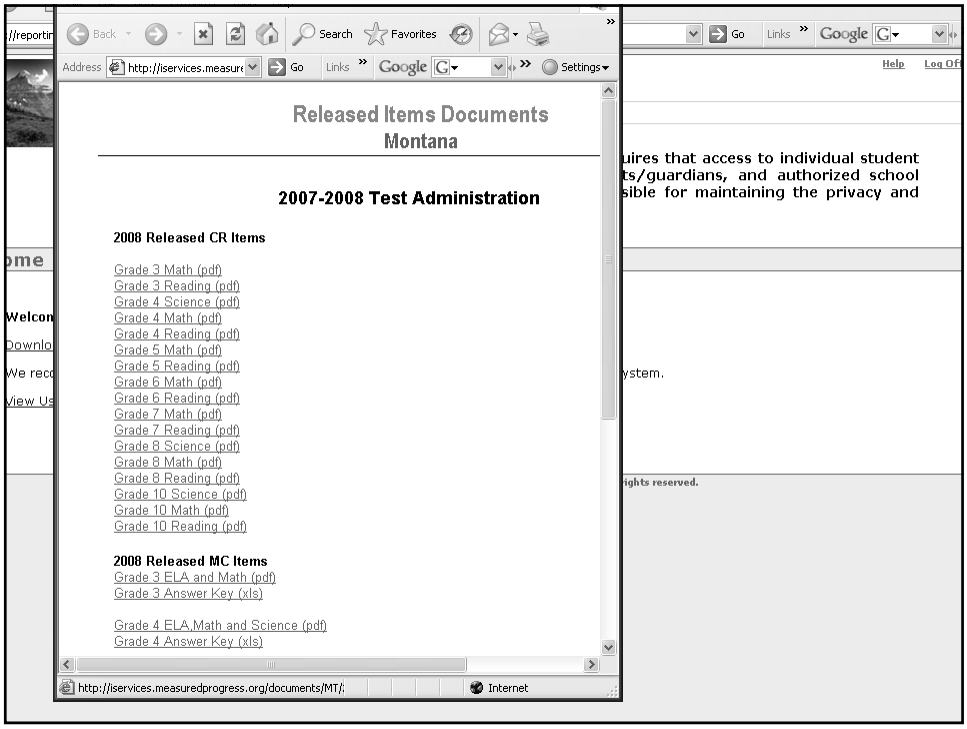
CRT DATA

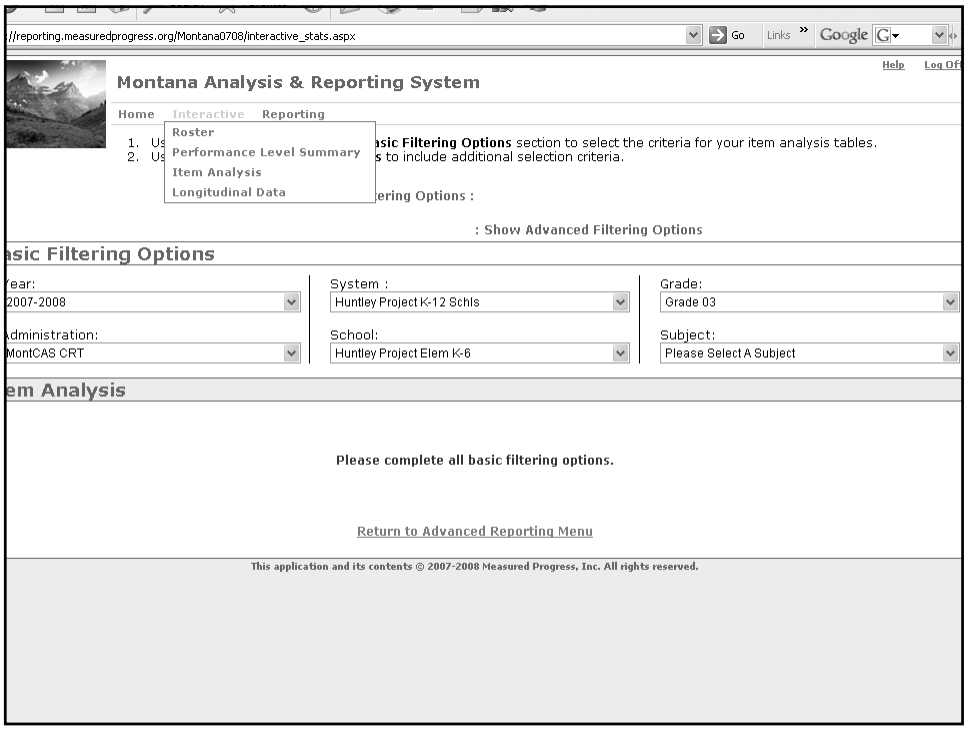
- LOG ON TO ISERVICES
- iservices.measuredprogress.org

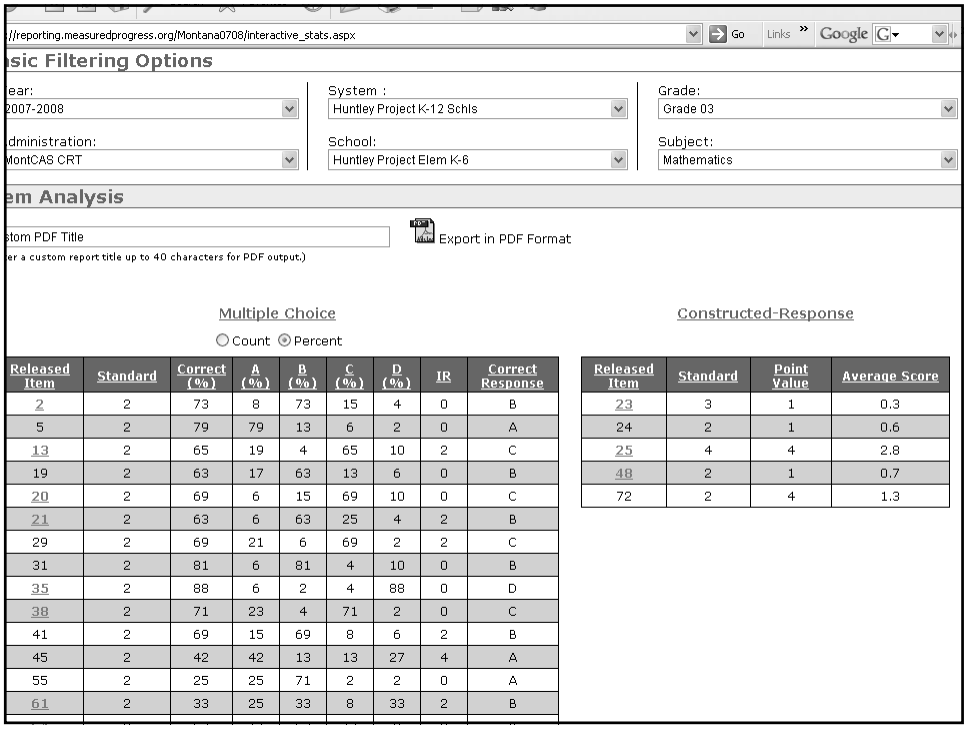



/services.measuredprogress.org/Default.asp?ProgramID=11&submit1=Enter
Go
Links
Google
Montana
Online Services
CRT and CRT Alternate Meeting Registrations
Forms and Manuals
MARS
Order Additional Materials
UPS Pickup Request
Order Large Print Test Booklets
Home
Please visit the Measured Progress Web site at http://www.measuredprogress.org


//reporting.measuredprogress.org/montana0708/home.aspx?ProgramID=11&ServiceID=29
Go
Links
Google
Help
Log Off
Montana Analysis & Reporting System
Home
Interactive
Reporting
The Family Education Rights and Privacy Act (FERPA) requires that access to individual student information be restricted to the student, his/her parents/guardians, and authorized school personnel. All superintendents and principals are responsible for maintaining the privacy and security of all student records.
ome
Welcome! You are logged in as user 1020 .
Download Released Item Documents
We recommend that you print and use the User Manual as you familiarize yourself with this new system.
View User Manual
This application and its contents © 2007-2008 Measured Progress, Inc. All rights reserved.

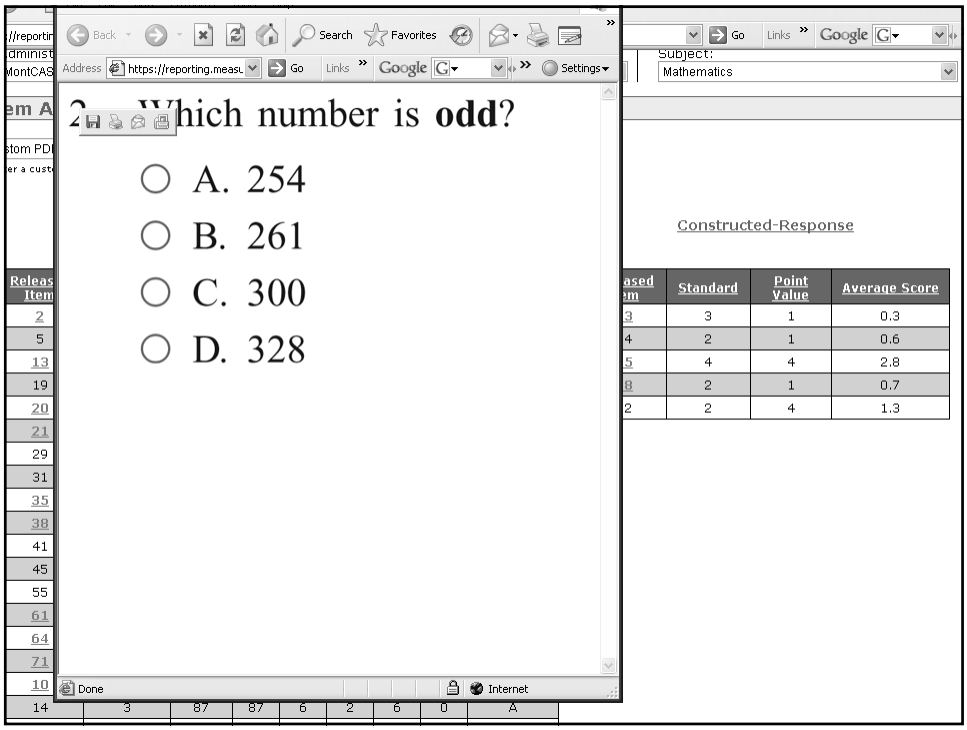

Released Items Documents
Montana
2007-2008 Test Administration
2008 Released CR Items
Grade 3 Math (pdf)
Grade 3 Reading (pdf)
Grade 4 Science (pdf)
Grade 4 Math (pdf)
Grade 4 Reading (pdf)
Grade 5 Math (pdf)
Grade 5 Reading (pdf)
Grade 6 Math (pdf)
Grade 6 Reading (pdf)
Grade 7 Math (pdf)
Grade 7 Reading (pdf)
Grade 8 Science (pdf)
Grade 8 Math (pdf)
Grade 8 Reading (pdf)
Grade 10 Science (pdf)
Grade 10 Math (pdf)
Grade 10 Reading (pdf)
2008 Released MC Items
Grade 3 ELA and Math (pdf)
Grade 3 Answer Key (xls)
Grade 4 ELA Math and Science (pdf)
Grade 4 Answer Key (xls)


Montana Analysis & Reporting System
Home
Interactive
Reporting
Roster
Performance Level Summary
Item Analysis
Longitudinal Data
: Show Advanced Filtering Options
Year:
2007-2008
System :
Huntley Project K-12 Schls
Grade:
Grade 03
Administration:
MontCAS CRT
School:
Huntley Project Elem K-6
Subject:
Please Select A Subject
Please complete all basic filtering options.
Return to Advanced Reporting Menu
This application and its contents © 2007-2008 Measured Progress, Inc. All rights reserved.



Released Item	Standard	Correct (%)	A (%)	B (%)	C (%)	D (%)	IR	Correct Response
2	2	73	8	73	15	4	0	B
5	2	79	79	13	6	2	0	A
13	2	65	19	4	65	10	2	C
19	2	63	17	63	13	6	0	B
20	2	69	6	15	69	10	0	C
21	2	63	6	63	25	4	2	B
29	2	69	21	6	69	2	2	C
31	2	81	6	81	4	10	0	B
35	2	88	6	2	4	88	0	D
38	2	71	23	4	71	2	0	C
41	2	69	15	69	8	6	2	B
45	2	42	42	13	13	27	4	A
55	2	25	25	71	2	2	0	A
61	2	33	25	33	8	33	2	B

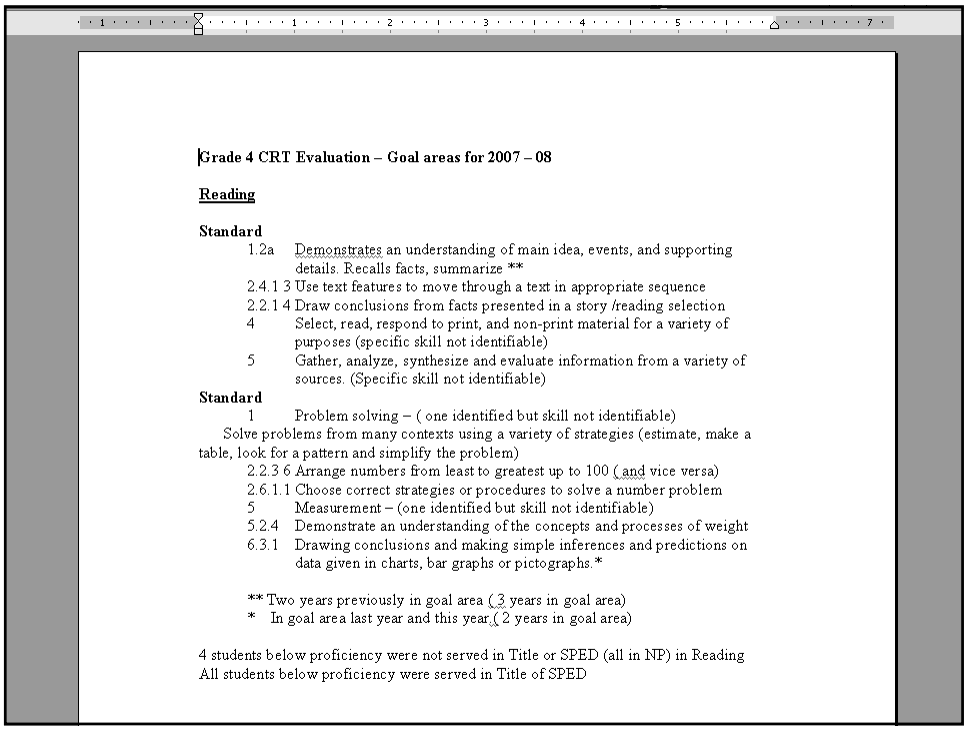
Released Item	Standard	Point Value	Average Score
23	3	1	0.3
24	2	1	0.6
25	4	4	2.8
48	2	1	0.7
72	2	4	1.3



Released Item	Standard	Point Value	Average Score
2	3	1	0.3
5	2	1	0.6
13	4	4	2.8
19	2	1	0.7
20	2	4	1.3
21			
29			
31			
35			
38			
41			
45			
55			
61			
64			
71			
10			
14	3	87	87	6	2	6	0	A

Targeted Goals

- Identify skills that less that 60% of our students correctly answered
- Identify: did we teach it; or was it not covered in our curriculum
- Decide if it will be a goal for the coming year
- Each grade level identifies goal areas for the coming school year



Grade 4 CRT Evaluation – Goal areas for 2007 – 08

Reading

Standard

1.2a Demonstrates an understanding of main idea, events, and supporting details. Recalls facts, summarize **

2.4.1 3 Use text features to move through a text in appropriate sequence

2.2.1 4 Draw conclusions from facts presented in a story /reading selection

4 Select, read, respond to print, and non-print material for a variety of purposes (specific skill not identifiable)

5 Gather, analyze, synthesize and evaluate information from a variety of sources. (Specific skill not identifiable)

Standard

1 Problem solving – (one identified but skill not identifiable)

Solve problems from many contexts using a variety of strategies (estimate, make a table, look for a pattern and simplify the problem)

2.2.3 6 Arrange numbers from least to greatest up to 100 (and vice versa)

2.6.1.1 Choose correct strategies or procedures to solve a number problem

5 Measurement – (one identified but skill not identifiable)

5.2.4 Demonstrate an understanding of the concepts and processes of weight

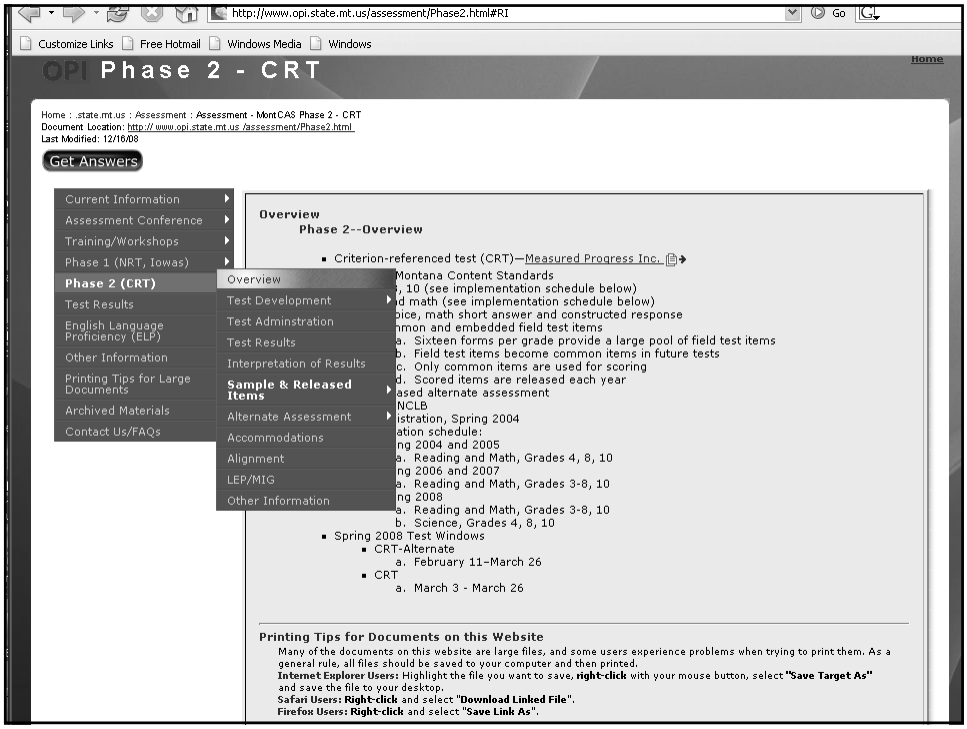
6.3.1 Drawing conclusions and making simple inferences and predictions on data given in charts, bar graphs or pictographs.*

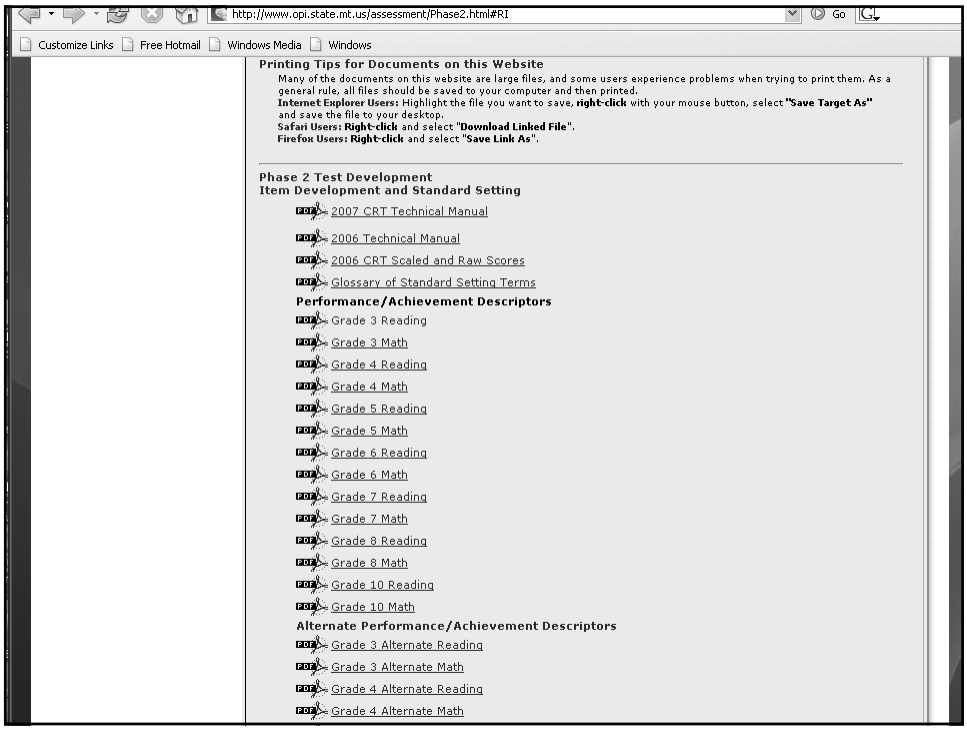
** Two years previously in goal area (3 years in goal area)

* In goal area last year and this year (2 years in goal area)

4 students below proficiency were not served in Title or SPED (all in NP) in Reading

All students below proficiency were served in Title of SPED


http://www.opi.state.mt.us/assessment/Phase2.html#RI
Customize Links
Free Hotmail
Windows Media
Windows
OPI Phase 2 - CRT
Home
Home : .state.mt.us : Assessment : Assessment - MontCAS Phase 2 - CRT
Document Location: http://www.opi.state.mt.us/assessment/Phase2.html
Last Modified: 12/16/08
Get Answers
Current Information
Assessment Conference
Training/Workshops
Phase 1 (NRT, Iowas)
Phase 2 (CRT)
Test Results
English Language Proficiency (ELP)
Other Information
Printing Tips for Large Documents
Archived Materials
Contact Us/FAQs
Overview
Test Development
Test Adminstration
Test Results
Interpretation of Results
Sample & Released Items
Alternate Assessment
Accommodations
Alignment
LEP/MIG
Other Information
Overview
Phase 2--Overview
Criterion-referenced test (CRT)—Measured Progress Inc.
Montana Content Standards
, 10 (see implementation schedule below)
d math (see implementation schedule below)
oice, math short answer and constructed response
mmon and embedded field test items
a. Sixteen forms per grade provide a large pool of field test items
b. Field test items become common items in future tests
c. Only common items are used for scoring
d. Scored items are released each year
ased alternate assessment
NCLB
istration, Spring 2004
ation schedule:
ng 2004 and 2005
a. Reading and Math, Grades 4, 8, 10
ng 2006 and 2007
a. Reading and Math, Grades 3-8, 10
ng 2008
a. Reading and Math, Grades 3-8, 10
b. Science, Grades 4, 8, 10
Spring 2008 Test Windows
CRT-Alternate
a. February 11-March 26
CRT
a. March 3 - March 26
Printing Tips for Documents on this Website
Many of the documents on this website are large files, and some users experience problems when trying to print them. As a general rule, all files should be saved to your computer and then printed.
Internet Explorer Users: Highlight the file you want to save, right-click with your mouse button, select "Save Target As" and save the file to your desktop.
Safari Users: Right-click and select "Download Linked File".
Firefox Users: Right-click and select "Save Link As".


http://www.opi.state.mt.us/assessment/Phase2.html#RI
Customize Links
Free Hotmail
Windows Media
Windows
Printing Tips for Documents on this Website
Many of the documents on this website are large files, and some users experience problems when trying to print them. As a general rule, all files should be saved to your computer and then printed.
Internet Explorer Users: Highlight the file you want to save, right-click with your mouse button, select "Save Target As" and save the file to your desktop.
Safari Users: Right-click and select "Download Linked File".
Firefox Users: Right-click and select "Save Link As".
Phase 2 Test Development
Item Development and Standard Setting
2007 CRT Technical Manual
2006 Technical Manual
2006 CRT Scaled and Raw Scores
Glossary of Standard Setting Terms
Performance/Achievement Descriptors
Grade 3 Reading
Grade 3 Math
Grade 4 Reading
Grade 4 Math
Grade 5 Reading
Grade 5 Math
Grade 6 Reading
Grade 6 Math
Grade 7 Reading
Grade 7 Math
Grade 8 Reading
Grade 8 Math
Grade 10 Reading
Grade 10 Math
Alternate Performance/Achievement Descriptors
Grade 3 Alternate Reading
Grade 3 Alternate Math
Grade 4 Alternate Reading
Grade 4 Alternate Math

NWEA DATA

- Summary by Grade
- Identify goal areas from Des Cartes list of skills
- Growth Summary :
  1. RIT alignment to Montana Proficiency Standards
  2. Target growth

Develop Instructional Goal sheet for each grade

District Summary Report by Grade - Spring 2008
Huntley Project School District #24

Mathematics

NWEA Algebra I - End of Course Test

Term	Grad	Student Count	Mean RIT	Std Dev	Median	Linear Equations Mean	Linear Equations Std Dev	Quadratic Equations Mean	Quadratic Equations Std Dev	Algebraic Operations Mean	Algebraic Operations Std Dev	Problem Solving Mean	Problem Solving Std Dev				
Optional Group: None																	
Fall 2004	10	1															

Math Survey w/ Goals 2-5 MT V2

Term	Grad	Student Count	Mean RIT	Std Dev	Median	Numbers & Operations Mean	Numbers & Operations Std Dev	Algebraic Concepts Mean	Algebraic Concepts Std Dev	Shape & Geometry Mean	Shape & Geometry Std Dev	Measurement Mean	Measurement Std Dev	Data & Statistics Mean	Data & Statistics Std Dev		
Optional Group: None																	
Spring 2008	2	42	193.9	10.4	196	***190.2***	12.3	194.3	13.1	196.4	13.0	194.1	12.7	194.7	11.2		
Winter 2008	2	38	189.3	8.3	189	187.5	9.2	186.6	11.3	**193.7**	11.1	189.7	11.2	189.7	10.0		
Fall 2007	2	42	181.1	9.6	182	***177.3***	14.2	178.4	11.5	**188.2**	11.6	181.9	11.5	181.0	10.1		
Spring 2007	2	48	190.5	9.4	192	189.0	12.3	189.8	12.4	**193.8**	11.1	190.8	11.7	189.6	11.6		
Fall 2006	2	46	176.9	8.2	176	***172.0***	11.4	174.8	14.3	**183.4**	11.2	175.9	9.7	178.0	12.5		
Optional Group: None																	
Spring 2008	3	52	200.7	10.6	202	199.8	11.6	199.8	13.0	203.5	12.4	199.5	12.9	201.3	13.6		
Fall 2007	3	51	189.5	11.2	189	186.9	13.3	187.1	12.6	190.9	12.8	190.0	13.7	192.3	14.9		
Spring 2007	3	51	203.3	9.0	206	202.8	11.0	202.0	11.2	201.4	9.1	204.4	13.2	**207.2**	10.8		
Fall 2006	3	50	191.4	8.5	191	***187.8***	11.9	189.4	10.0	194.3	9.4	192.0	11.4	193.6	14.0		
Optional Group: None																	
Spring 2008	4	49	216.4	11.1	217	216.1	12.5	214.5	13.4	219.3	11.6	215.7	12.9	217.6	12.9		
Fall 2007	4	50	204.7	11.0	207	***201.6***	11.5	205.1	13.2	205.6	14.9	204.8	13.3	206.9	12.9		
Spring 2007	4	39	218.3	11.9	220	217.4	11.8	215.9	16.9	**221.8**	14.9	218.5	14.4	217.6	15.8		
Fall 2006	4	43	204.5	9.8	204	***200.8***	12.3	204.2	13.6	205.5	11.2	206.6	12.2	205.1	12.2		

ubject: Mathematics
oal Strand: Numbers and Operations
T Score Range: 191 - 200

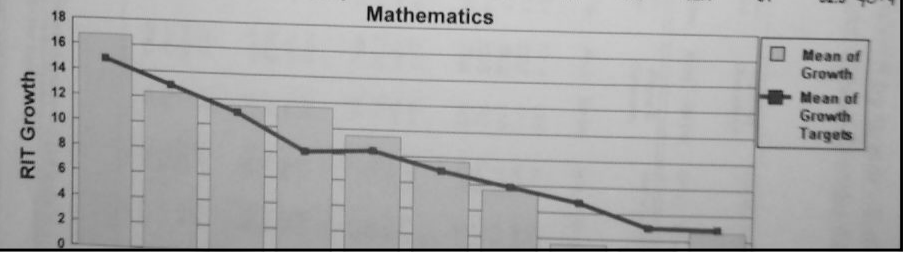
Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
umber Sense for Whole Numbers	Number Sense for Whole Numbers	Number Sense for Whole Numbers
Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)*	• Identifies whole numbers 100 - 999 using base-10 blocks*	• Identifies whole numbers over 999 using base-10 blocks*
Identifies the numeral and written name for whole numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa)	• Identifies whole numbers over 999 using base-10 blocks*	• Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
Identifies the numeral and written name for whole numbers 10,000 to 100,000	• Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place	• Identifies the numeral and written name for whole numbers over 100,000
Identifies the number that is "1 more than" a given number*	• Identifies the numeral and written name for whole numbers 10,000 to 100,000	• Identifies a whole number that comes before and/o after a given number (over 100)*
Identifies the number that is "1 less than" a given number	• Identifies the numeral and written name for whole numbers over 100,000	• Compares whole numbers through 999,999
Counts numbers 0-1000*	• Identifies the numeral and written name for ordinal numbers 21st to100th (e.g., 21st is twenty-first, and vice versa)*	• Compares whole numbers through the billions usin the symbols <, >, or =*
Counts and writes by 3's*	• Counts and converts to dozens with models*	• Orders whole numbers less than 10,000
Counts and writes by 4's*	• Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)*	• Orders whole numbers a million or greater
Counts and writes by 6's, 7's, 8's, or 9's*	• Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)*	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten
Counts ordinal numbers (first to tenth)	• Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)*	• Compares whole numbers through 999,999	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand
Counts and converts to dozens with models*	• Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<, =, >)	• Rounds whole numbers to the nearest hundred thousand
Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)*	• Compares whole numbers through the thousands using the symbols <, >, or =	• Explains the rules for rounding*
Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)*	• Orders whole numbers less than 1000*	• Writes equivalent forms of whole numbers using pl value (e.g., 54 = 4 tens and 14 ones)
Compares whole numbers through 999	• Orders whole numbers less than 10,000	• Identifies the place value and value of each digit in whole numbers through the billions
Compares whole numbers through 9999	• Rounds 2- and 3- digit whole numbers to the nearest ten	• Writes whole numbers in standard and expanded fo through the hundred thousands
Orders sets of objects 0-20*	• Rounds 3-digit whole numbers to the nearest hundred	• Applies base ten place value concepts with whole numbers to solve problems
Orders whole numbers less than 100	• Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)	• Writes whole numbers using place value terms and versa
Orders whole numbers less than 1000*	• Identifies the place value and value of each digit in whole numbers through the thousands	• Solves problems using ordinal numbers*
Rounds 2- and 3- digit whole numbers to the nearest ten		• Uses number sense strategies to solve problems
Rounds 3-digit whole numbers to the nearest hundred		
Counts objects that are grouped into tens and ones		
Identifies whole numbers under 100 given place value		

 MT 3

District: Huntley Project School District #24

*(Small Group Summary Display is OFF)

Mathematics	Count	Fall 2007 Mean RIT	Fall 2007 Std Dev	Spring 2008 Mean RIT	Spring 2008 Std Dev	Growth Mean	Growth Std Dev	Growth Std Error	Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
Grade 1	176.7 42	166.9	9.3	183.7	9.3	16.8	7.5	1.2	14.9	1.9	112.6	27	64.3
Grade 2	190.8 40	181.2	9.8	193.6	10.3	12.4	7.1	1.1	13.0	-0.6	95.4	20	50.0 62.2
Grade 3 (202.4)	204 49	189.4	11.3	201.0	10.7	11.6	8.0	1.1	11.0	0.5	104.6	24	49.0 62.5
Grade 4 (211.4)	214 47	205.3	8.9	216.9	10.9	11.6	5.6	0.8	8.1	3.5	142.6	34	72.3 76.3
Grade 5	219.2 41	215.8	11.8	225.3	13.0	9.5	8.5	1.3	8.4	1.1	113.4	24	58.5 58.5
Grade 6	2238 50	221.6	11.2	229.3	13.0	7.7	6.2	0.9	7.0	0.7	110.6	31	62.0 75.8
Grade 7	238 63	226.6	16.8	232.2	18.1	5.6	5.9	0.7	5.9	-0.3	95.1	30	47.6 42.9
Grade 8	232 53	236.7	12.7	238.3	13.1	1.6	5.9	0.8	4.8	-3.2	32.9	19	35.8 36.5
Grade 9	242 47	236.2	16.9	237.5	16.3	1.3	6.3	0.9	3.0	-1.6	45.4	18	38.3 50.8
Grade 10	246 59	238.0	13.5	240.7	12.9	2.7	8.0	1.0	2.9	-0.2	92.4	31	52.5 40.4



(This is only .6 low)

B	C	D	E
Huntley Project Grade 2	**___**	**NWEA 2007 - Curriculum review**	
rst as review of the past year's instruction for potential modification of instruction at that grade level next year			
ext as review for potential modification of instruction for these students at their grade level next year			
Strengths (subscore 3 RIT's higher than overall RIT	**RIT**	**Reflection (Why Might this be?)**	**Guidance for Grade level teams (for build curriulum maps) if believe cause is curric**
Reading - no identified areas	195	Good reading series, consistency	Continue to follow curriculum
			Keep working at the same pace
		no language base	work on grammar in sentence writing (better wr
		no groups	use leveled readers and follow up worksheets.
			the problem the students have trouble when the
			grouped. (staying on task with in their group)
School_____			
rst as review of the past year's instruction for potential modification of instruction at that grade level next year			
ext as review for potential modification of instruction for these students at their grade level next year			
Weaknesses (subscore 3 RIT's lower than overall RIT	**RIT**	**Reflection (Why Might this be?)**	**Guidance for Grade level teams (for build curriulum maps) if believe cause is curric (Variation of Action Plan)**
Math	190	series not stressing this concept as much	new series which is hitting topics sooner which
Numbers and operations			should take care of this low area
		(This is only .6 low)	
			We will check the RIT 181-190 to see if we tea
			all the concepts in the newer math series

Partnering to help all kids learn

2ndGrade Day

The following table shows how the class is broken down by RIT and goal.

Test Name: Primary Grades Math (Combined Tests-all Goals)

	< 151	151-160	161-170	171-180	181-190	191-200	201-210
Algebra	D. (167)		E. (167) J. (178)	P. (167) J. (169) E. (178) L. (179) L. (187) K. (187) A. (187)	V. A (168) D. D. (181) K. C (183) D. (185) H. J. (185) L. M. (186) K. C. (188) N. J (194)	C. (199)	M.
Computation		E. (167)	P. z (167) D. (167) A. (168) ll (169) J. (178)	K. (183) M. (187)	I. E. (178) T. L (179) D. (185) H. J. r (185) C. L (187) R. K (187) K. C. (188)	D. t (181) L. (186) N. (194)	M. C.
Measurement & Geometry			A. P. (167) V. (168) I. E. (178) D. D. (181)	A. J (169) T. J. (178)	S. (167) C. (167) K. (183) D. (185) K. (188) N. (194) M. (198)	T. (179) L. (186) C (187) R (187) M. (187) C. (199)	H.
Number Sense	S. L (167) V. (168) A. (169)	T. (179)	C. (167)	A. (167) I. (178) (183) H. (185) L (186) L (187) C. (199)	D. rt (181) D. (185) R. (187) M. (187) K. (188)		N. M

14.00 x 8.50 in

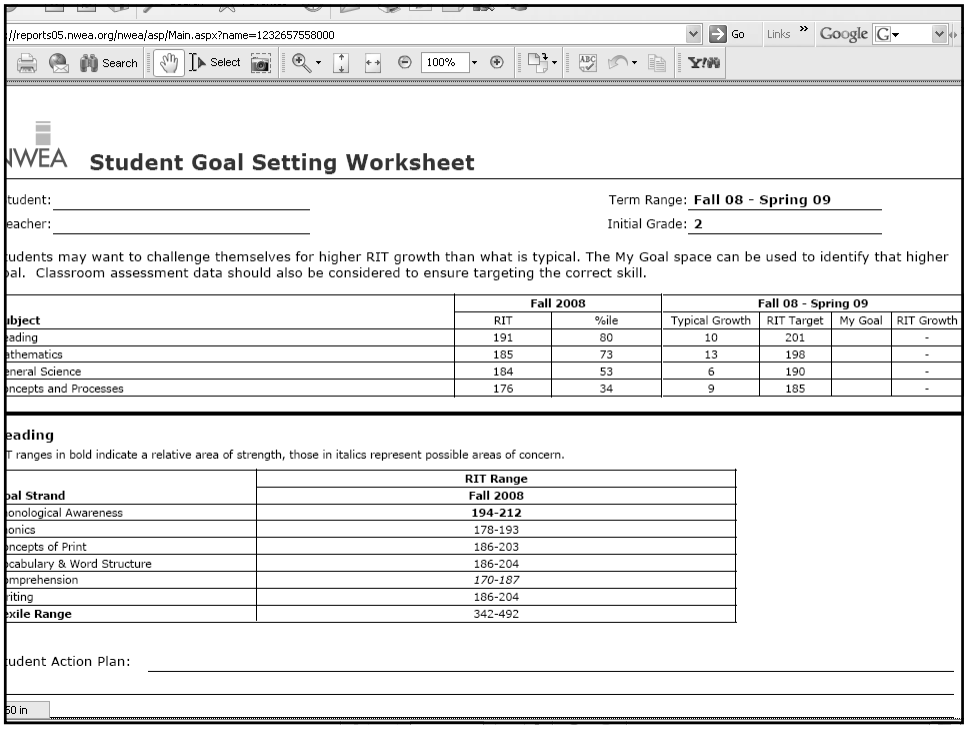
1 of 2

IMPLEMENTATION

- PIR Days, IN-SERVICES
- Weekly Teacher Meetings
- CHALLENGES: TIME, TIME, TIME
- Using FORMATIVE TESTING To Monitor Progress
- Teacher Tests, DIBELS, NWEA Winter Testing
- PRINCIPAL LEADERSHIP – Insuring Continuing Progress
- CHANGING HOW WE TEACH TO MEET THE NEEDS OF THE STUDENTS

STEP TWO

- Involving Students and Parents in the educational process
- GOAL SETTING SHEETS
- Providing the OPPORTUNITY for each student to establish and meet their growth target in the selected area, or areas.



Student Goal Setting Worksheet

tudent: _____ Term Range: **Fall 08 - Spring 09**

eacher: _____ Initial Grade: **2**

udents may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher oal. Classroom assessment data should also be considered to ensure targeting the correct skill.

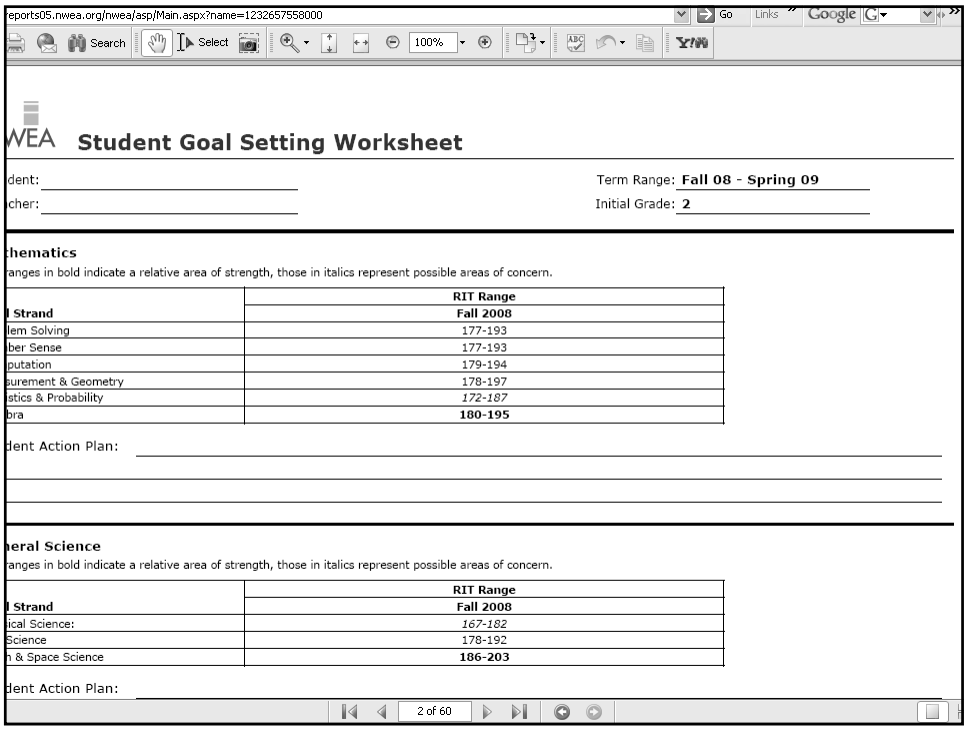
bject	Fall 2008		Fall 08 - Spring 09			
	RIT	%ile	Typical Growth	RIT Target	My Goal	RIT Growth
ading	191	80	10	201		-
thematics	185	73	13	198		-
neral Science	184	53	6	190		-
ncepts and Processes	176	34	9	185		-

eading

T ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

	RIT Range
al Strand	Fall 2008
onological Awareness	**194-212**
onics	178-193
ncepts of Print	186-203
cabulary & Word Structure	186-204
mprehension	*170-187*
iting	186-204
xile Range**	342-492

udent Action Plan: _____



hematics

anges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

	RIT Range
l Strand	Fall 2008
lem Solving	177-193
ber Sense	177-193
putation	179-194
surement & Geometry	178-197
stics & Probability	*172-187*
bra	**180-195**

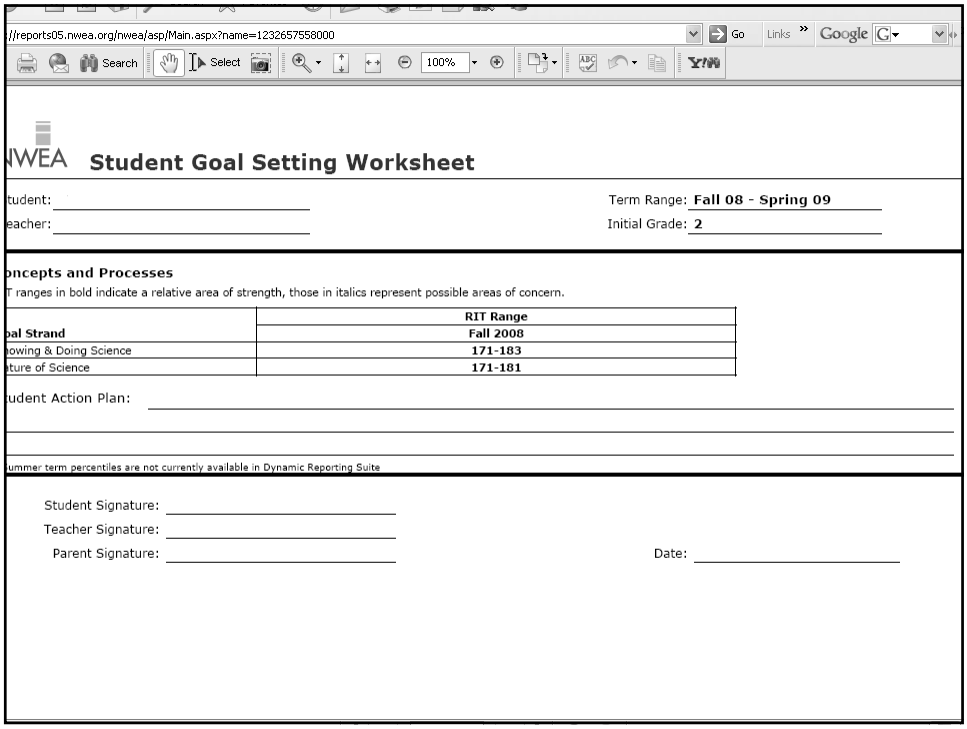
dent Action Plan: _____

neral Science

anges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

	RIT Range
l Strand	Fall 2008
ical Science:	*167-182*
Science	178-192
& Space Science	**186-203**

dent Action Plan: _____



//reports05.nwea.org/nwea/asp/Main.aspx?name=1232657558000

NWEA **Student Goal Setting Worksheet**

tudent: _____ Term Range: **Fall 08 - Spring 09**

eacher: _____ Initial Grade: **2**

oncepts and Processes

T ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

oal Strand	RIT Range Fall 2008
owing & Doing Science	**171-183**
ture of Science	**171-181**

tudent Action Plan: _____

ummer term percentiles are not currently available in Dynamic Reporting Suite

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____ Date: _____

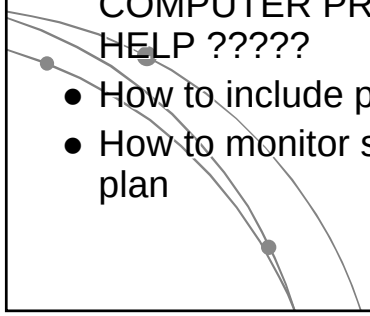
ubject: Mathematics
oal Strand: Numbers and Operations
T Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
umber Sense for Whole Numbers	**Number Sense for Whole Numbers**	**Number Sense for Whole Numbers**
Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)*	• Identifies whole numbers 100 - 999 using base-10 blocks*	• Identifies whole numbers over 999 using base-10 blocks*
Identifies the numeral and written name for whole numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa)	• Identifies whole numbers over 999 using base-10 blocks*	• Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
Identifies the numeral and written name for whole numbers 10,000 to 100,000	• Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place	• Identifies the numeral and written name for whole numbers over 100,000
Identifies the number that is "1 more than" a given number*	• Identifies the numeral and written name for whole numbers 10,000 to 100,000	• Identifies a whole number that comes before and/or after a given number (over 100)*
Identifies the number that is "1 less than" a given number	• Identifies the numeral and written name for whole numbers over 100,000	• Compares whole numbers through 999,999
Counts numbers 0-1000*	• Identifies the numeral and written name for ordinal numbers 21st to100th (e.g., 21st is twenty-first, and vice versa)*	• Compares whole numbers through the billions using the symbols <, >, or =*
Counts and writes by 3's*	• Counts and converts to dozens with models*	• Orders whole numbers less than 10,000
Counts and writes by 4's*	• Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)*	• Orders whole numbers a million or greater
Counts and writes by 6's, 7's, 8's, or 9's*	• Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)*	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten
Counts ordinal numbers (first to tenth)	• Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)*	• Compares whole numbers through 999,999	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand
Counts and converts to dozens with models*	• Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<, =, >)	• Rounds whole numbers to the nearest hundred thousand
Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)*	• Compares whole numbers through the thousands using the symbols <, >, or =	• Explains the rules for rounding*
Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)*	• Orders whole numbers less than 1000*	• Writes equivalent forms of whole numbers using pl value (e.g., 54 = 4 tens and 14 ones)
Compares whole numbers through 999	• Orders whole numbers less than 10,000	• Identifies the place value and value of each digit in whole numbers through the billions
Compares whole numbers through 9999	• Rounds 2- and 3- digit whole numbers to the nearest ten	• Writes whole numbers in standard and expanded fo through the hundred thousands
Orders sets of objects 0-20*	• Rounds 3-digit whole numbers to the nearest hundred	• Applies base ten place value concepts with whole numbers to solve problems
Orders whole numbers less than 100	• Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)	• Writes whole numbers using place value terms and versa
Orders whole numbers less than 1000*	• Identifies the place value and value of each digit in whole numbers through the thousands	• Solves problems using ordinal numbers*
Rounds 2- and 3- digit whole numbers to the nearest ten		• Uses number sense strategies to solve problems
Rounds 3-digit whole numbers to the nearest hundred		
Counts objects that are grouped into tens and ones		
Identifies whole numbers under 100 given place value		

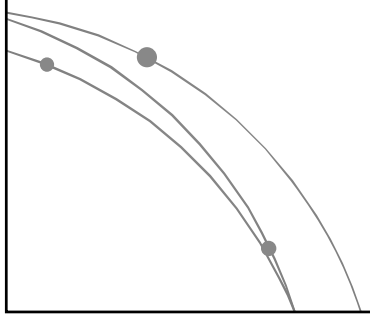
 MT 3

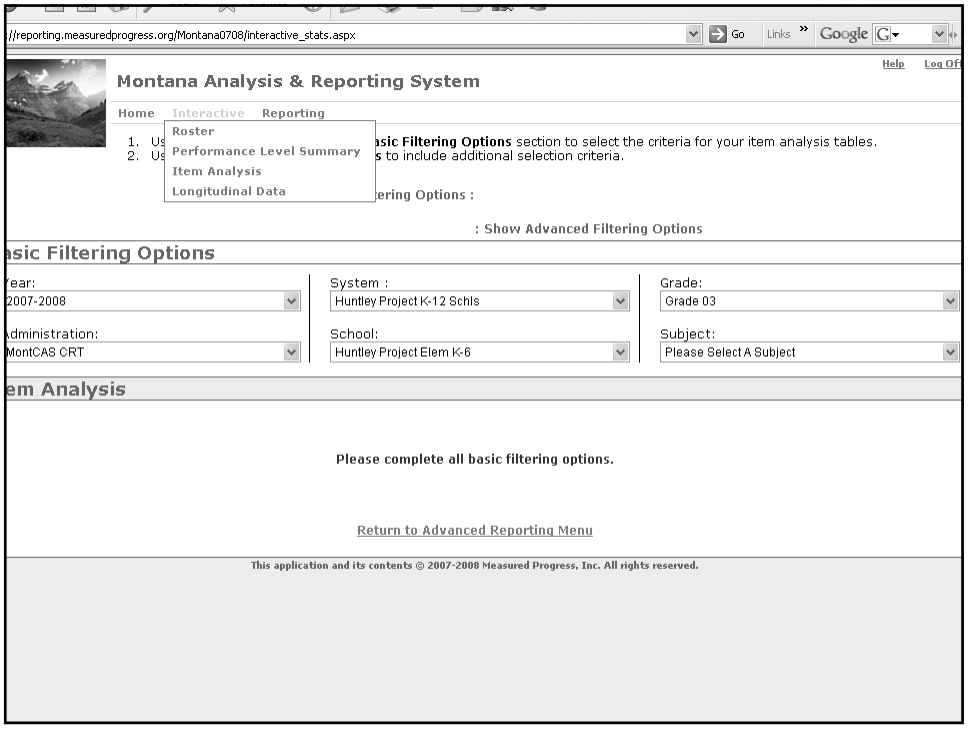
GOAL PLAN

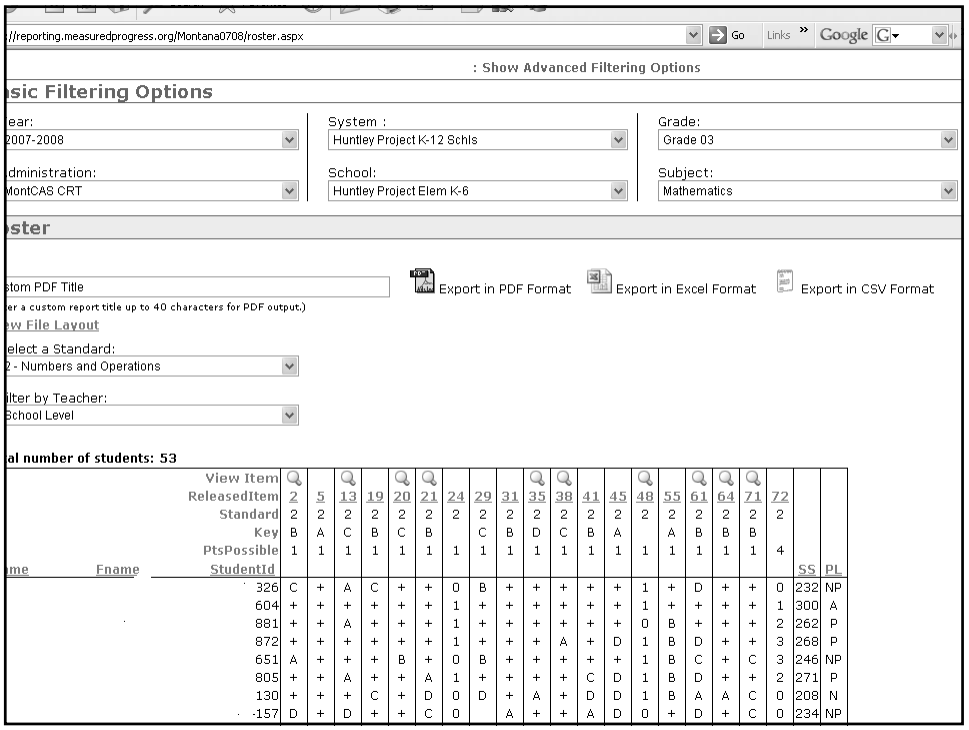
- Using DES CARTES to identify skill areas to work on
- Identify How to change the way the student learns to get his needs met.
- PLAN: FLEXIBLE GROUPING in class, COMPUTER PROGRAMS – AR,AM, TITLE HELP ?????
- How to include parents – home involvement
- How to monitor students progress – assessment plan



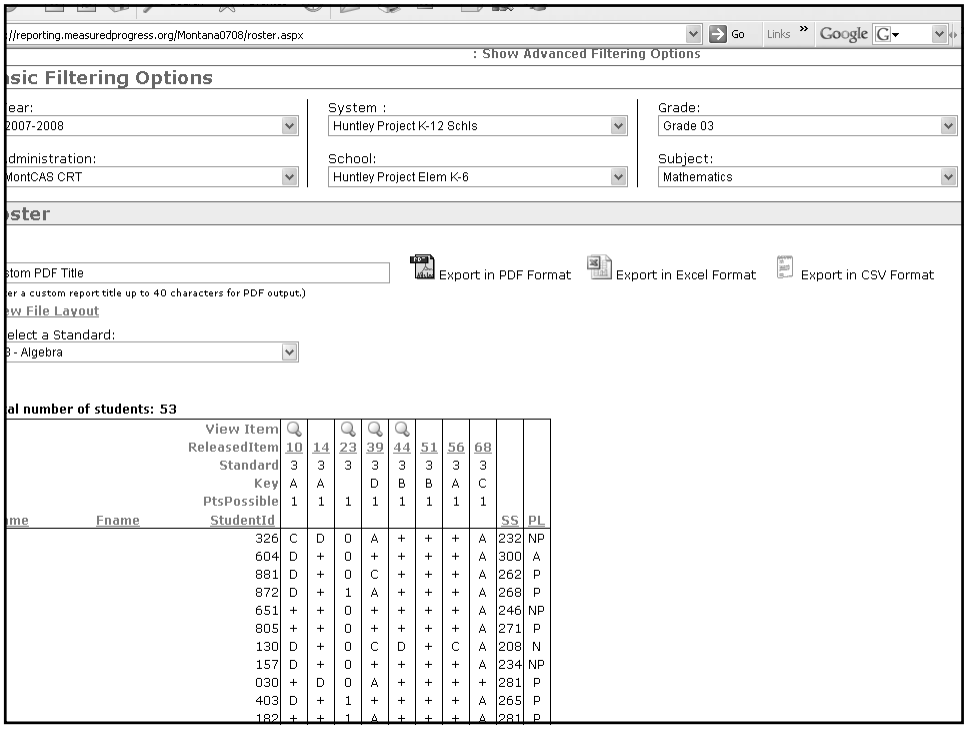
HOW TO USE CRT DATA FOR STUDENT GOAL SETTING

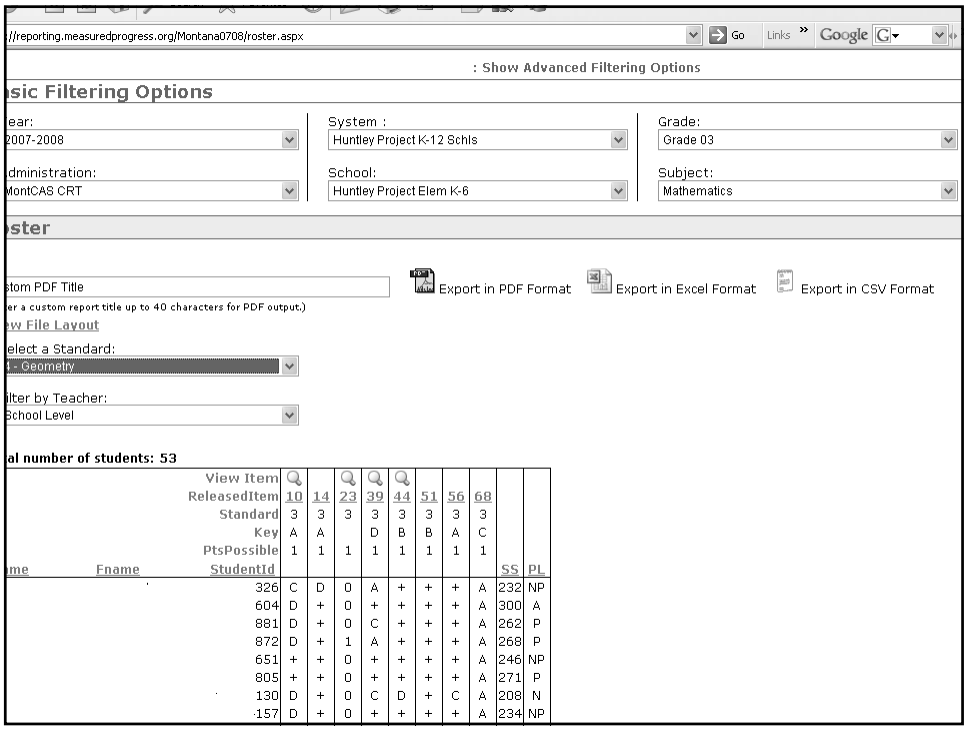


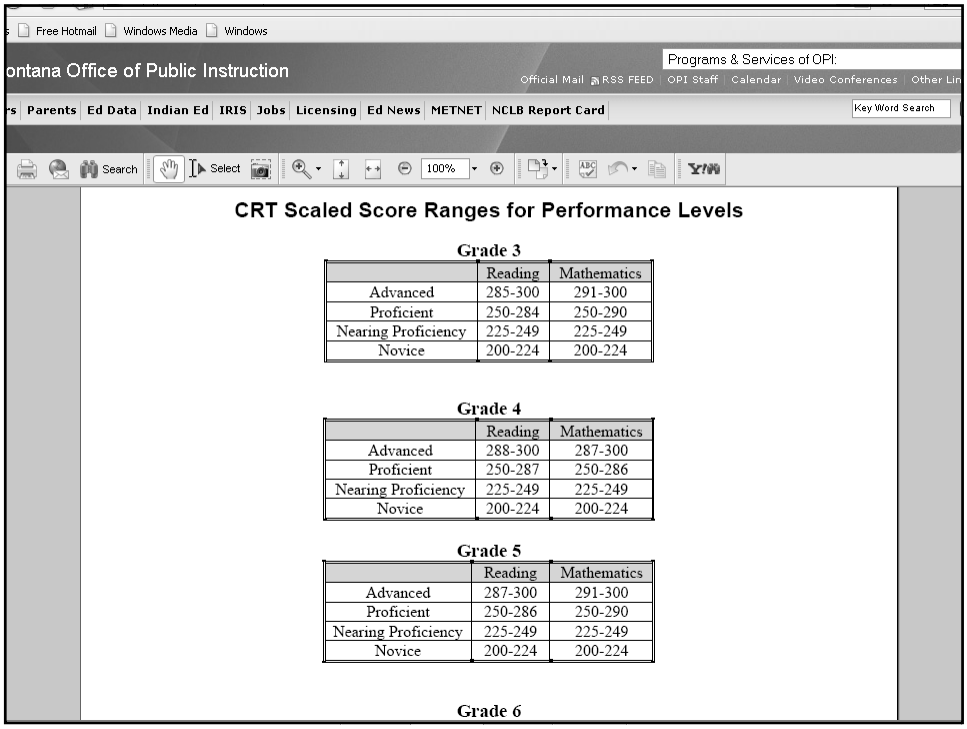




View Item																							
ReleasedItem	2	5	13	19	20	21	24	29	31	35	38	41	45	48	55	61	64	71	72				
Standard	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
Key	B	A	C	B	C	B		C	B	D	C	B	A		A	B	B	B					
PtsPossible	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4				
me Fname	StudentId																				SS	PL	
	326	C	+	A	C	+	+	0	B	+	+	+	+	+	1	+	D	+	+	0	232	NP	
	604	+	+	+	+	+	+	1	+	+	+	+	+	+	1	+	+	+	+	1	300	A	
	881	+	+	A	+	+	+	1	+	+	+	+	+	+	0	B	+	+	+	2	262	P	
	872	+	+	+	+	+	+	1	+	+	+	A	+	D	1	B	D	+	+	3	268	P	
	651	A	+	+	+	B	+	0	B	+	+	+	+	+	1	B	C	+	C	3	246	NP	
	805	+	+	A	+	+	A	1	+	+	+	+	C	D	1	B	D	+	+	2	271	P	
	130	+	+	+	C	+	D	0	D	+	A	+	D	D	1	B	A	A	C	0	208	N	
	157	D	+	D	+	+	C	0		A	+	+	A	D	0	+	D	+	C	0	234	NP	


//reporting.measuredprogress.org/Montana0708/roster.aspx
Go
Links
Google
: Show Advanced Filtering Options
sic Filtering Options
ear:
2007-2008
System :
Huntley Project K-12 Schls
Grade:
Grade 03
dministration:
MontCAS CRT
School:
Huntley Project Elem K-6
Subject:
Mathematics
ster
tom PDF Title
er a custom report title up to 40 characters for PDF output.)
w File Layout
elect a Standard:
3 - Algebra
Export in PDF Format
Export in Excel Format
Export in CSV Format
al number of students: 53
View Item 10 14 23 39 44 51 56 68
ReleasedItem
Standard 3 3 3 3 3 3 3 3
Key A A D B B A C
PtsPossible 1 1 1 1 1 1 1 1
me Fname StudentId SS PL
326 C D 0 A + + + A 232 NP
604 D + 0 + + + + A 300 A
881 D + 0 C + + + A 262 P
872 D + 1 A + + + A 268 P
651 + + 0 + + + + A 246 NP
805 + + 0 + + + + A 271 P
130 D + 0 C D + C A 208 N
157 D + 0 + + + + A 234 NP
030 + D 0 A + + + + 281 P
403 D + 1 + + + + A 265 P


//reporting.measuredprogress.org/Montana0708/roster.aspx
Go
Links
Google
: Show Advanced Filtering Options
sic Filtering Options
ear:
2007-2008
System :
Huntley Project K-12 Schls
Grade:
Grade 03
dministration:
MontCAS CRT
School:
Huntley Project Elem K-6
Subject:
Mathematics
ster
tom PDF Title
er a custom report title up to 40 characters for PDF output.)
w File Layout
elect a Standard:
1 - Geometry
lter by Teacher:
School Level
Export in PDF Format
Export in Excel Format
Export in CSV Format
al number of students: 53
View Item 10 14 23 39 44 51 56 68
ReleasedItem
Standard 3 3 3 3 3 3 3 3
Key A A D B B A C
PtsPossible 1 1 1 1 1 1 1 1
me Fname StudentId SS PL
326 C D 0 A + + + A 232 NP
604 D + 0 + + + + A 300 A
881 D + 0 C + + + A 262 P
872 D + 1 A + + + A 268 P
651 + + 0 + + + + A 246 NP
805 + + 0 + + + + A 271 P
130 D + 0 C D + C A 208 N
157 D + 0 + + + + A 234 NP



CRT Scaled Score Ranges for Performance Levels

Grade 3

	Reading	Mathematics
Advanced	285-300	291-300
Proficient	250-284	250-290
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

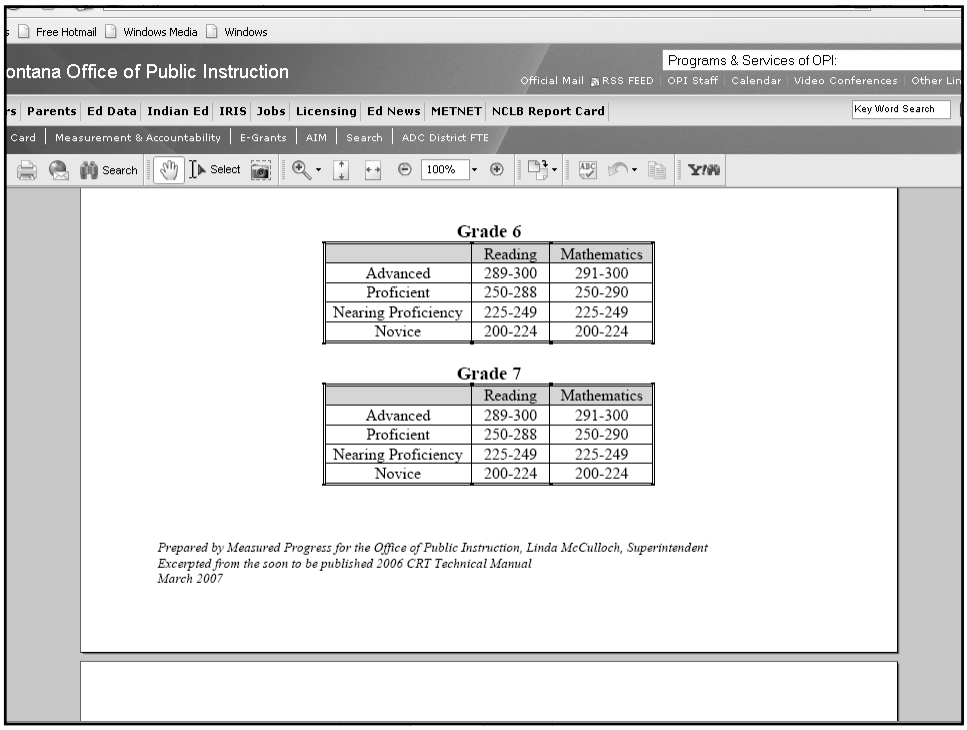
Grade 4

	Reading	Mathematics
Advanced	288-300	287-300
Proficient	250-287	250-286
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

Grade 5

	Reading	Mathematics
Advanced	287-300	291-300
Proficient	250-286	250-290
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

Grade 6



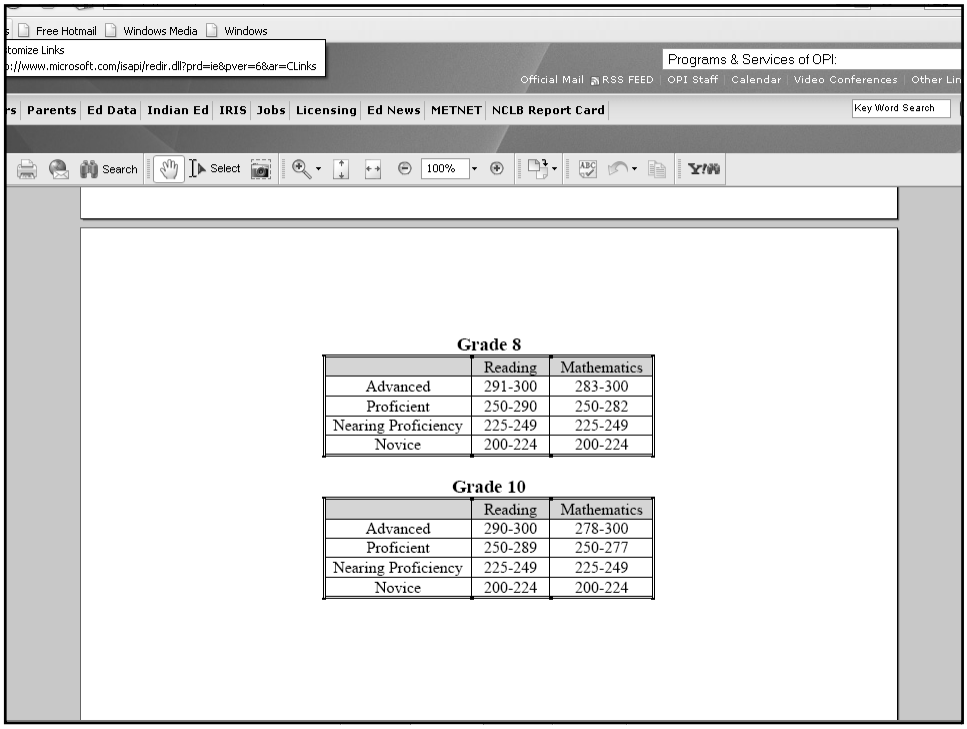
Grade 6

	Reading	Mathematics
Advanced	289-300	291-300
Proficient	250-288	250-290
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

Grade 7

	Reading	Mathematics
Advanced	289-300	291-300
Proficient	250-288	250-290
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

Prepared by Measured Progress for the Office of Public Instruction, Linda McCulloch, Superintendent
Excerpted from the soon to be published 2006 CRT Technical Manual
March 2007



Grade 8

	Reading	Mathematics
Advanced	291-300	283-300
Proficient	250-290	250-282
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

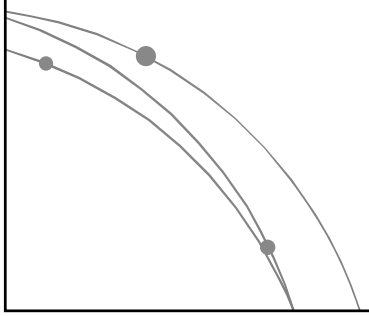
Grade 10

	Reading	Mathematics
Advanced	290-300	278-300
Proficient	250-289	250-277
Nearing Proficiency	225-249	225-249
Novice	200-224	200-224

EVIDENCE OF SUCCESS

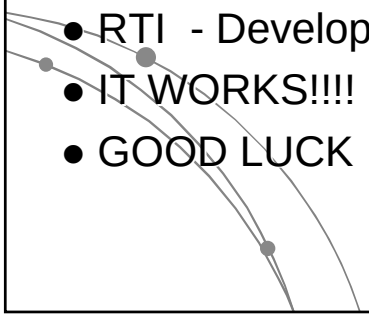
- TEACHER GRADE 5
- 85% reached target growth – Language Usage
- 71.4% reached target growth – Reading
- 71.4 % reached target growth - Math
- MT 219.2 - Grade 5 229.4 – Math
- MT 210 - Grade 5 216.4 - Reading

- Teacher Grade 5
- CRT Performance - 2008
- Math – 22% A; 70% P; 9% NP; 0% N
- Reading – 52% A; 35% P; 13% NP; 0% N



WHAT NEXT

- Time for teachers to plan
- Continue to get more teachers on board
- Professional Development to address our needs -
- RTI - Developed
- IT WORKS!!!!
- GOOD LUCK



TRANSFORMATIVE ASSESSMENT